



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

KURT STEINHAUS, ED.D.
SECRETARY OF EDUCATION, DESIGNATE

MICHELLE LUJAN GRISHAM
GOVERNOR

2020-2021 Annual School Performance Report: Las Montañas Charter High School

School Name: Las Montañas Charter High School

School Address: 1405 S Solano Dr, Las Cruces, NM 88001

Head Administrator: Caz Martinez

Business Manager: Geri Bennett, SWREC

Authorized Grade Levels: 9-12

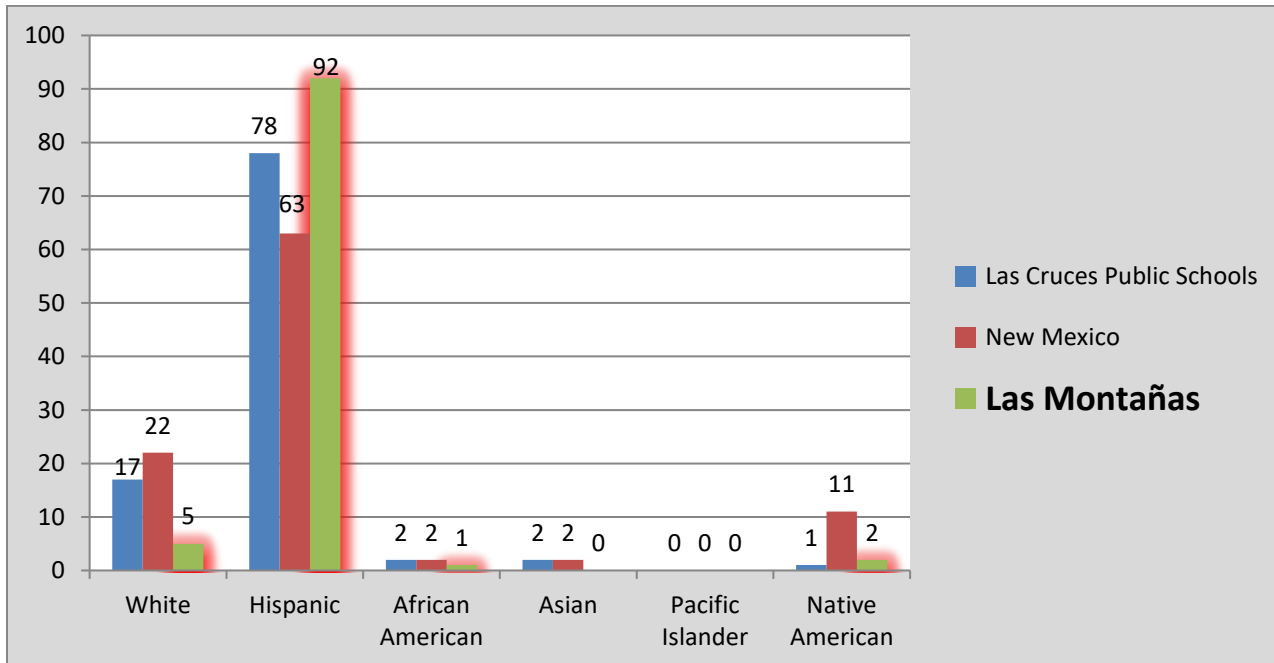
Authorized Enrollment Cap: 325

Current Enrollment: 156

Contract Term: 2019 – 2025

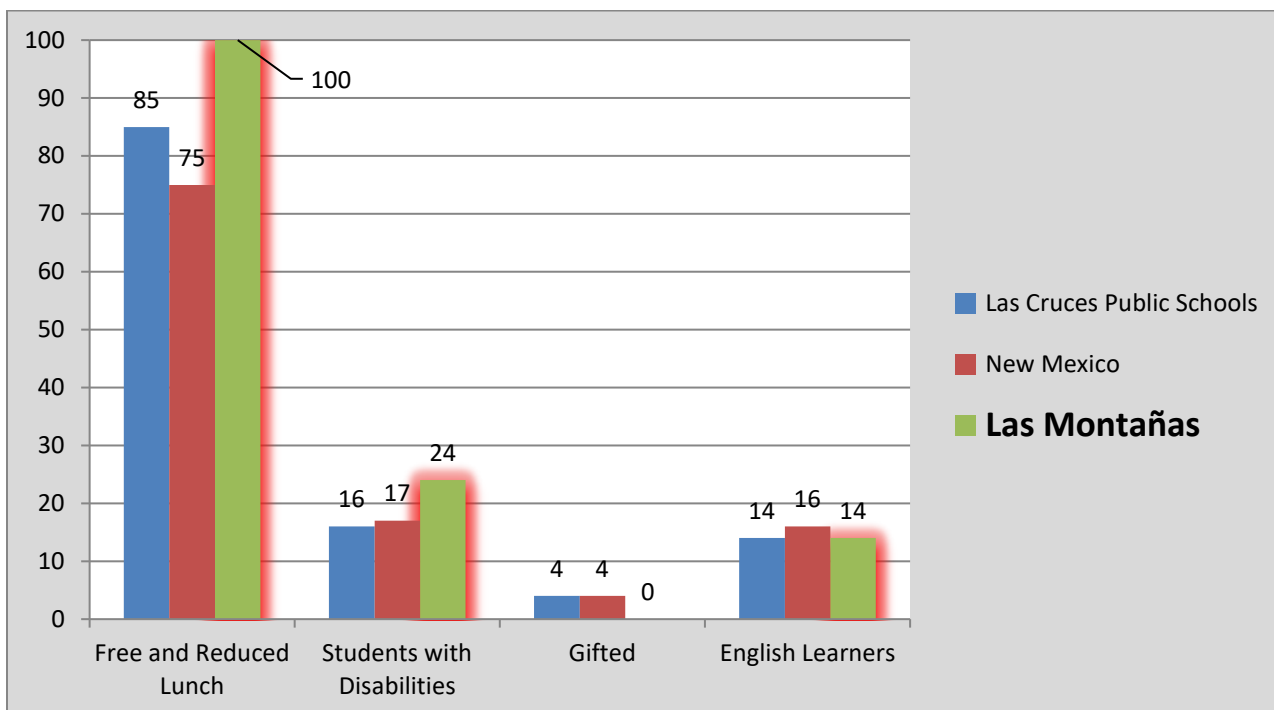
Mission: The mission of Las Montañas Charter High School is to develop the academic potential and personal character of each student by engaging and valuing the student, family and community partnership. Students will work to prepare for and meet the challenges of a post-secondary or workforce environment for a globally diverse society.

Enrollment by Race/Ethnicity



Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups



Source: STARS District and Location Reports General Reports Enrollment Subgroup Percentages with Averages

Site Visit Summary: May 4, 2021

School: Caz Martinez: Principal; K Dunbar; John Lee: SPED; Amy Trevizo: attendance coach; Claudia Salas: Bilingual Director; Valery Ratliff-Parker; Lezlie Loera: registrar

PED: Corina Chavez; Dylan Wilson, Missy Wauneka

Response to COVID Pandemic

[Las Montanas](#) serves 156 students in grades 9-12 in Las Cruces. Las Montañas has been involved with [High School Redesign](#) for the past few years and worked on re-accreditation last year. When school closed for the pandemic, the focus shifted from those things to senior graduation to getting students online, including purchasing devices and troubleshooting internet access. This school year, Las Montañas has continued moving forward with High School Redesign work, in collaboration with [Explore Academy](#). Las Montañas is in the process of moving from a standardized student schedule to a catalog of modules from which students can choose. This school year, students were assigned to the same teacher all year long but learning happened in smaller modules. The school opened back up in April for in-person learning, and approximately 50 of 150 students are attending school in-person. Las Montañas utilized GEER funds to purchase devices for students and to help families with internet access. The school has paid for some families' internet access during the pandemic.

Teaching, Learning, and Assessment

Instruction occurred via [Zoom](#), [Google Classroom](#) and [Canvas](#). Even before the pandemic, course content was moving online to allow for student choice, flexibility, and self-paced learning. Currently, learning happens in modules, and students must complete modules to earn credits. Modules are self-paced. Teachers keep track of student progress weekly, using a shared Google Doc. This shared Google Doc also includes student contact information, outreach logs, and interventions. The Doc is color coded to reflect Early Warning System designations. All teachers contribute to this shared doc on a weekly basis, and it allows the school to prioritize students in need of increased support and intervention.

The school has worked to support teachers by taking non-essential responsibilities off their plates and by providing flexibility and autonomy with teaching methods and hours. The school surveyed teachers to understand how teaching and learning is going for them and learned more about issues affecting teachers' lives outside of their job duties. The school has been working to support teachers in whatever ways are possible.

During the pandemic, teachers realized that students had gaps in their professional technology skills, including communicating with teachers via Google Classroom, utilizing Canvas, and turning in assignments. Next year, the school plans to do more direct teaching of tech skills. Another area of focus for next school year will be trauma-informed teaching and restorative justice.

Student and Family Support and Engagement

Las Montañas has approximately 150 students. All teachers do outreach to students on a weekly basis, with students who are identified in red in the Early Warning System. When teacher outreach is not sufficient to get a student back on track, the attendance coach steps in and does outreach. Through HS Redesign, Las Montañas has worked to put course content online and to provide self-paced learning and personalization. For Las Montañas students, who are often navigating jobs and family obligations, these features are helpful for allowing students to re-engage and to create learning pathways that feel relevant to them.

The school's mission specific goals are around creating a Student Learning Community that helps students learn self-management and college and career-ready skills. Although the school hasn't fully been able to implement their mission specific goals to their full extent this year, the school has implemented embedded SEL learning and a Senior Advisory course. The school also has a dedicated staff person working on Student Learning Communities.

Performance Framework Indicators (school-specific questions)

1d. Is the school protecting the rights of English Learner students?

CSD: 2018-2019: The PED has rated this indicator as Working to Meet Standard because the school provided the requested evidence, specifically evidence of investigating and resolving errors on the ELP Error Report, and, as a result, has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

2019-2020: No rating in WebEPSS for 2019-2020. The school continues to have nine (9) students listed on the ELP Error report, see report previous tab.

The school said it would investigate these errors and follow up with CSD.

2e. Is the school adequately staffed to ensure proper fiscal management?

CSD: School CPO must register with the state annually and receive training every 2 years.

3a. Is the school complying with governance requirements?

Only 1 of 5 GB members has started the training per CSD tracker.

Agendas must be posted to the school website at least 72 hours in advance of the meeting. There is a notice with a link that states that an agenda may be obtained at www.lasmontanashigh.com 3 days prior to the meeting. This is confusing, because the link takes you back to the home page of the school's website. It appears that the intent was to provide an email address but the agenda must be posted. It is also recommended that the school post meeting minutes, annual OMA resolution, and bylaws.

Mission-Specific Goals:

Goal 1: Student Learning Community (9th-11th grade): All students not classified as “Senior” by the 40th day and full academic year will complete rigorous Student Learning Community (SLC) activities that focus on College and Career Readiness and Social/Emotional Learning.

75%-84% of 9th-11th grade students who are enrolled on both the 40th and 120th day will achieve a minimum of 75 points on the SLC program rubric by the end of the school year.

See rubric saved as Attachment A-Appendix E Mission Specific Goal Rubric 9-11

Goal 2: Senior SLC (STUDENT LEARNING COMMUNITY) advisory program for College & Career Readiness

75%-84% of seniors who are enrolled on both the 40th and 120th day of their senior year will achieve a minimum of 85 points on the senior advisory program rubric by the end of the school year.

See rubric saved as Attachment A-Appendix F Mission Specific Goal Rubric Seniors

Assurances:

The school provided the signed assurances document (Appendix B).

Overall Financial/Organizational Framework Rating: Meets Standards

If a school receives a “Does Not Meet Standard” rating for three or more indicators, the school will receive an overall organizational framework rating of “Does Not Meet Standard” for the year. In addition, if a school receives a “Does Not Meet Standard” rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency. See ratings for individual indicators in Appendix A.

PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL

The 2020-21 Performance Monitoring Plan was modified in response to the COVID-19 Pandemic. Many of the indicators were unmeasurable and the Performance Framework ratings in Appendix A is reflective of this. Rather than identifying evidence of compliance, schools are required to sign an assurance of compliance.

PEC Tier Levels are based on three indicators: (1) NM School System of Support and Accountability, (2) Student Subgroup Performance, and (3) Mission Specific Goals. Again, due to the pandemic and the resulting flexible administration of state assessments, in 2020-21 there is limited academic data, that could be used as an accountability measure. **Therefore, PEC Tier Levels cannot be assigned for the 2020-2021 academic year.**

Academic Performance: The school may provide evidence of meeting mission-specific goals to receive a rating on indicator 3 of the Academic Performance, however, if the school was unable to implement the goals due to the pandemic, the school will not be rated in this section.

Organizational Performance The assurances document covers the majority of the indicators of organizational performance. Where possible, results of desktop monitoring and bureau/division reports will be considered.

Financial Performance Framework: For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school’s rating is solely based on repeat findings.








| Las Montanas Charter High School | 2020-2021 |
|--|-----------------------------|
| Category I. Academic Performance Framework | |
| Indicator 1 Components of School Accountability System | Unable to Review - COVID |
| Indicator 2 Subgroup Performance | Unable to Review - COVID |
| Indicator 3 Mission Specific Goals | Unable to Review - COVID |
| Category II. Organizational Performance Framework | |
| Indicator 1a Educational Program: mission and educational program of approved charter application | Meets (or Exceeds) Standard |
| Indicator 1b Educational Program: state assessment requirements | Unable to Review - COVID |
| Indicator 1c Educational Program: protecting the rights of students with disabilities | Meets (or Exceeds) Standard |
| Indicator 1d Educational Program: protecting the rights of English Language Learners | Working to Meet Standard |
| Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs | ASSURANCES |
| Indicator 1f Educational Program: NM DASH Plan | Not Applicable |
| Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements | Working to Meet Standard |
| Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles | Does Not Meet Standard |
| Indicator 2c Financial Mgmt & Oversight: responsive to audit findings | Meets (or Exceeds) Standard |
| Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility | Meets (or Exceeds) Standard |
| Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management | Meets (or Exceeds) Standard |
| Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls | Working to Meet Standard |
| Indicator 3a Governance & Reporting: complying with governance requirements | Meets (or Exceeds) Standard |
| Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements | ASSURANCES |
| Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls | ASSURANCES |
| Indicator 4a Students & Employees: protecting the rights of all students | ASSURANCES |
| Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment | Working to Meet Standard |
| Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements | Working to Meet Standard |
| Indicator 4d Students & Employees: respecting employee rights | ASSURANCES |
| Indicator 4e Students & Employees: completing required background checks / reporting ethical violations | ASSURANCES |
| Indicator 5a School Environment: complying with facilities requirements | ASSURANCES |
| Indicator 5b School Environment: complying with transportation requirements | ASSURANCES |
| Indicator 5c School Environment: complying with health and safety requirements | ASSURANCES |
| Indicator 5d School Environment: handling information appropriately | ASSURANCES |
| Category III. Financial Performance Framework | |
| Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair | Not Applicable |

[Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term](#)

2019-2020 Renewal Year

2020-21 was Las Montañas Charter High School's first year of operation in the current contract.

[Appendix B: Assurances](#)

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|--|---|-----------------------------------|--------------|--|------------------|---|--------------------|---------------------------------|-----------------|--|------------------|---|------------------------|
| <div style="text-align: center;">  <p>Charter Schools Division Performance Indicator Assurances 2020-21</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Charter School Name: Las Montanas </div> <p>In an effort to support the 2021 modified site visits and ensure compliance with contracts and applicable federal and state law, state-authorized charter schools shall provide assurances of compliance with the performance framework indicators listed below. Please check the box next to the indicator, then date and sign the form. Signatures of school leaders and governing board presidents are required.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school protects the rights of students with special needs, by: <ul style="list-style-type: none"> ✓ Providing services per individual IEP, ✓ Maintaining both direct service and ancillary support logs, ✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders. <input checked="" type="checkbox"/> The school protects the rights of English Learner (EL) students: <ul style="list-style-type: none"> ✓ School complies with requirements for English Learners in accordance with federal and state guidance, for identifying, screening, serving, assessing students and providing annual notification to parents. <input checked="" type="checkbox"/> The school complies with federal and state grant program requirements. <input checked="" type="checkbox"/> The school meets Governance and reporting requirements: <ul style="list-style-type: none"> ✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator. ✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2. ✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B). <input checked="" type="checkbox"/> The school protects the rights of all students: <ul style="list-style-type: none"> ✓ School meets all Culturally & Linguistically Responsive Framework requirements. ✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1. ✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1. ✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12) ✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline. ✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17 ✓ School updates Next Step Plans annually for all high school students. <input checked="" type="checkbox"/> The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1. <input checked="" type="checkbox"/> The school protects employee rights: <ul style="list-style-type: none"> ✓ Staff files contain signed contracts, official transcripts, and verification of employment forms. ✓ School has an employee handbook that includes discipline and grievance policies. ✓ School has a salary schedule that complies with minimum teacher salaries. ✓ School has a documented mentorship program for first year Level One teachers. ✓ School obtains legally compliant background checks per NMSA § 22-10A-5. <input checked="" type="checkbox"/> The school complies with facility requirements in NMSA § 22-8B-4.2. <input checked="" type="checkbox"/> The school complies with transportation requirements, including all inspections and insurance, if applicable. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school complies with health and safety requirements: <ul style="list-style-type: none"> ✓ The school conducts all required emergency drills per PED memorandum of 3/25/21. ✓ The school maintains immunization records, including a master immunization log. ✓ All staff complete training on reporting child abuse and neglect. ✓ The school has a Diabetes Management plan. <input checked="" type="checkbox"/> The school handles information appropriately: <ul style="list-style-type: none"> ✓ School completes all STARS reporting requirements on time. ✓ School follows proper security procedures, including keeping student files locked. ✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines. ✓ School maintains a procedure for the transfer of cumulative files. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> By checking the box for each indicator above (on both pages) and signing this document, I affirm that the school complies with the performance framework items listed. </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 60%;">School Leader Printed Name</td> <td colspan="2">CAZ MARTINEZ</td> </tr> <tr> <td>Signature</td> <td></td> <td>Date 7-1-21</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 60%;">Board Chair Printed Name</td> <td colspan="2">Laura J Carrion</td> </tr> <tr> <td>Signature</td> <td></td> <td>Date 07/01/2021</td> </tr> </table> | School Leader Printed Name | CAZ MARTINEZ | | Signature |  | Date 7-1-21 | Board Chair Printed Name | Laura J Carrion | | Signature |  | Date 07/01/2021 |
| School Leader Printed Name | CAZ MARTINEZ | | | | | | | | | | | | |
| Signature |  | Date 7-1-21 | | | | | | | | | | | |
| Board Chair Printed Name | Laura J Carrion | | | | | | | | | | | | |
| Signature |  | Date 07/01/2021 | | | | | | | | | | | |